



**Subject Leader: RE -  
Where your subject sits in EYFS**



In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas. EYFS Understanding the World Educational Program

**EYFS Understanding the World Educational Programme (Statutory)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**EYFS UW People and Communities (RE) Skills**

<b>Communication</b>	<b>Influence and Impact</b>	<b>Experiences and Feelings</b>	<b>Religious Beliefs and Sources</b>	<b>Religious Expression</b>	<b>Questions and Values</b>
Talk about religion from sources of information and use some simple everyday religious terms. Talk about their community.	Show some awareness of religions. Listen to what children say about their own experiences with people who are familiar to them.	Begin to talk about their own experiences and feelings. Listen to what children say about their own experiences with people who are familiar to them.	Begin to recall parts of religious stories Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year - ongoing	Can recognise some symbols of religion both verbal and visual. Find out about places of worship and places of local importance to the community.	Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.

**Development Matters:** (Non-Statutory Guidance)

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

**Assessment**

- Can talk about people that they may have come across within their community, such as vicars, imams etc
- Can name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible.
- Can begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others

**Vocabulary**

Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, star, Moses, Muslims, Jews, Sikhs, Hindus, Eid, Diwali, church, temple, gurdwara, mosque, synagogue

**ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps

Notes:

